DOCUMENT RESUME

ED 044 630 AC 008 800

TITLE	Meeting Parents Halfway: A Guide for Schools.
INSTITUTION	Office of Education (DHEW), Washington, D.C.
REPORT NO	OE-20164
PUB DATE	Nov 70
NOTE	33p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.75
DESCRIPTORS	Disadvantaged Groups, *Guidelines, *Parent Education, *Parent School Relationship, *Parent Teacher Conferences, *Parent Teacher Cooperation, Questionnaires, Records (Forms), School Community Programs, Student Evaluation, Teachers, Workshops
IDENTIFIERS	*Parents Enrich Program (PEP)

ABSTRACT

Based on a workshop developed and tested in the Spokane, Washington, School District under Title 1 of the Elementary and Secondary Education Act, the Parents Enrich Program (PEP) approach is designed to improve parent teacher attitudes in urban schools by invclving parents (primarily the disadvantaged) in direct support of the educational program or in extracurricular activities. Responses to questionnaires and other forms showed that elementary, and secondary teachers, counselors, and principals were indeed gaining parent support as a result of PEP. (Included are survey forms, an agenda for parent teacher meetings, suggestions on school and teacher involvement in community action, lists of activities for parents, conference reporting forms for use by parents, teachers, and students, and results of the Teacher Semantic Differential.) (LY)

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MEETING PARENTS HALFWAY

A GUIDE FOR SCHOOLS

HQ 753.5 .M47

ED044630

PROCESSING CONTROL RECORD

FOR

MUST DOCUMENTS

AC

ERIC FACILITY

Document Identification Number OE-20164

Date Received from Central ERIC 1-12-71

Date Shipped to Clearinghouse 1-13-71

ERIC CLEARINGHOUSE

Date Received 1-15-71

Clearinghouse Accession Number AC 008 800

Date Shipped to ERIC Facility 1-22-71

ERIC FACILITY

Date Received

ED Accession Number

Date Shipped to EDRS

EFF-10 (7/70)

OE-20164

MEETING PARENTS HALFWAY:

A GUIDE FOR SCHOOLS

First printed November 1970
Reprinted December 1970

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Elliot L. Richardson, Secretary

Office of Education
Terrel H. Bell, Acting Commissioner of Education

PREFACE

This booklet outlines a program for improving parent-teacher attitudes in an urban school district as a preliminary step toward involving parents in their children's education. The program was developed by and tested in the Spokane, Washington, School District as part of a 1969 project financed under title I of the Elementary and Secondary Education Act. Students, teachers, and parents participated in the experiment.

Although the PEP (Parents Enrich Program) approach is only one means of bringing parents into a school program, the steps explained here should be helpful to any administrator or educator seeking to encourage and expand such involvement. This publication contains materials utilized during a 3-week PEP conference in Spokane--materials which may be adapted to the needs of any school system.

The influence of the PEP workshop was felt in Spokane throughout the 1969-70 school year. In October 1969, each workshop participant was asked to complete a "Parent Involvement Report." (See page 23.) The completed forms showed that elementary and secondary teachers, counselors, and principals were indeed gaining the support of parents in their programs.

One fifth grade teacher organized a classroom parent group which met periodically at a local church to discuss problems and achievements. A third grade teacher used volunteer parents in her classroom to help organize and supervise activities. Lay advisory committees were organized in several school districts. Some schools have sponsored after-school and evening sessions with parents to exchange ideas and to meet socially.

For more information on PEP write to: Mr. Elmo L. Steinke or Mrs. Eva Carney, Spokane Public Schools, Administration Building, W825 Trent Avenue, Spokane, Washington 99201.

November 1970

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I. PLANNING THE PROGRAM

Project Plans

Purpose: To find practicable ways of involving parents of disadvantaged children in the educational program.

Procedures: Model I

Twenty teachers were employed for a 3-week period during the summer of 1969 for inservice training. The first 3 days were devoted to a RUPS (Research Utilizing Problem Solving) Workshop. The remaining 12 days were spent:

1. Studying literature on parent involvement;
2. Planning how teachers can involve parents in the educational program;
3. Planning how teachers can work with other staff members to develop ways of involving parents.

Parents were brought in to serve as consultants to the teacher groups planning the involvement program.

Teachers from all grade levels participated--four primary, five intermediate, eight junior high, and five senior high. They represented schools from throughout the district.

Procedures: Model II

The entire staff of an elementary school was employed for 3 weeks to plan a parent involvement program. The format of the program was similar to model I.

Rationale: The literature of compensatory education is full of references on parent involvement in education. Head Start, Follow Through, and title I programs are required to have parents participating in program planning and implementation. Because of the agreement among professionals on the need for such involvement, it is necessary to develop plans for promoting parent participation.

Evaluation: Behavioral objectives and complementary evaluation programs were developed. It was understood that the title I evaluations should focus on objective measurements of a variety of behaviors.

Personnel:
33 parents
35 teachers
23 students
1 director
RUPS consultants

Program Goals

Purpose: The two models of teachers' continuing education will be utilized to test the hypothesis that teachers can establish, maintain, and improve working relationships with parents by finding practicable ways of involving them.

Training Activities: Each participating teacher should:

1. Indicate his personal attitude toward parental involvement at the beginning and end of the workshop.
2. Describe 10 different contributions, involving parents, that he may make to the educational program after participating in a RUPS workshop.
3. Describe five ways he can discover if parents are interested in being involved.
4. Name three communication skills that will help him relate to parents, particularly with those who are reluctant.
5. Relate at least five ways of sharing and receiving ideas from parents regarding the support of their children's school efforts.
6. Develop through interaction with parents and student consultants 10 activities for parental involvement in support of the educational program.
7. Identify 10 major parental concerns involving the schools.
8. Dramatize both verbally and nonverbally and analyze problem situations eliciting positive or negative reaction.
9. Provide 10 recommendations to be used as guidelines for home visits.
10. Construct three forms that might be used for a school conference involving parent, teacher, and pupil.
11. List 10 parental expectations of school and teacher involvement in community activities.
12. Identify 10 ways in which parents can become involved in extracurricular activities.
13. Summarize 15 magazine articles on parental involvement in school programs.
14. Construct a P/E/R/T (Planning and Evaluation Research Technique) chart providing guidelines for the field testing, feedback, and revision of techniques used to involve parents.
15. Field test in a normal classroom situation three different parent involvement techniques during the school year.

16. Identify three ways to continue the PEP project in the future.
17. Construct a PEP form (card) for use during the coming year to record parent participation in the school.
18. Implement three techniques developed in the workshop involving parents.
19. Evaluate the results of the field tests. Use frequency count techniques, surveys, and interest inventories involving students, parents, and teachers.
20. Disseminate data gathered from the results of the field test on a local, State, and national basis.

Teachers' Plan for Meetings with Parents

1. Welcome parents.
2. Have school host or hostess greet parent representing his or her school.
3. Serve coffee.
4. Stay in small groups.
5. Hold short sessions.
6. Treat parents as equals.
7. Know parents' names and use them.
8. Make sure parents know the teachers' names.
9. Encourage parents to visit.
10. Be careful of vocabulary; for example, don't use terms such as "disadvantaged" and "culturally deprived."

II. AGENDA FOR TEACHER-PARENT MEETINGS

First Meeting
(Teachers' Program)

1. Welcome parents.
2. Review grandparents' program.
3. Indicate personal attitudes toward parental involvement. Note parents' reaction.
4. Fill out forms.
   a. Hopes for the workshop
   b. Fears
5. Serve coffee.
6. Discuss "Parents in Head Start."
7. Discuss "Why Is It Difficult for Parents and Teachers To Communicate?".
   (Divide into four small groups with two parents and nine teachers in each group.)
8. Discuss "Research Regarding Parental Involvement in School Programs." (Hand out bibliographies.)

Second Meeting
(Parents' Program)

1. Discuss "What Are the Concerns of Our Young People?".
2. Elementary pupils and counselor discuss their concerns.
3. Junior high students and counselor discuss their concerns.
4. Discuss a plan of action to improve communication among the teacher, parent, and student.

THIRD MEETING
(Parents' Program)

1. Draw up list of concerns for schools.
2. Serve coffee.
3. Discuss list of concerns.
4. Interview high school students.
5. Compare pupil concerns (from second meeting) with parent-teacher list.
6. Discuss "Identification of Five Major Parental Concerns About the Schools." (Divide into small groups.)

FOURTH MEETING

1. Discuss "Major Parental Concerns" (identified at third meeting).
2. Discuss home visits.
3. Serve coffee.
4. Parents: Identify expectations of school in community activities.

   Teachers: Discuss ways the school might be used (include personnel) in community activities.
5. Summarize discussion by each group.

FIFTH MEETING

1. Welcome parents.
2. Discuss "Parent Involvement in Extracurricular Activities."
3. Serve coffee.
4. Dramatize problems involving racial groups.
5. Discuss "Parent Involvement in Support of the Educational Program." (Divide into small groups.)

SIXTH MEETING

1. Welcome parents.
2. "Legal Aspects of Using Volunteer Parents in School." (speech by superintendent)
3. Discuss "Should Parents Become Involved in Curriculum Planning?"
4. List ways parents may support their children's academic efforts.
5. Role-play: "Common Misconceptions in Education."
6. Present reading materials.

SEVENTH MEETING
(Teachers' Program)

1. Welcome parents.
2. "Social Relations." (speech by administrator of public personnel)
3. Fill out parent interest survey form.
4. Discuss annotated bibliographies.
5. Teachers: "Five Ways I Believe I Might Interest Parents in Involvement."
6. Using a communication skill you have acquired, demonstrate how you would relate to a parent who is reluctant to participate in school activities.

EIGHTH MEETING

1. Welcome parents.
2. Discuss readings.
3. Note parent reaction to parent-teacher conferences.
4. Discuss "Should Parents Become Involved in Curriculum Planning?".
5. Listen to recording: "Reach Beyond Your Grasp."

NINTH MEETING
(Teachers' Program)

1. Discuss P/E/R/T and flow charts.
2. Construct charts.
3. Write out tentative plans for implementation.
4. Evaluate plans.
5. Place plans on charts.
6. Discuss charts.

TENTH MEETING
(Teachers' Program)

1. Discuss readings.
2. Discuss "Parental Influences on Academic Achievement."
3. Present P/E/R/T charts.
4. Review individual readings.
5. Discuss: "Ways Parents Are Involved in My Classroom" and "Involvement of Parents in Education in U.S. and Abroad."
6. List 10 contributions to educational program using RUPS procedures.
7. Take teacher postperception test.

III. WAYS OF IMPROVING SCHOOL-HOME RELATIONSHIPS

The School's and Teachers' Role

Participation in the RUPS Workshop helped teachers in the classroom to:

1. Define and analyze problems.
2. Identify the concerns of students.
3. Demonstrate the ability to listen.
4. Create a feeling of trust.
5. Establish an atmosphere conducive to learning.
6. Set up goals and guidelines for behavior.
7. Design a problem-solving technique and discuss how it can be used.
8. Use different techniques to become aware of the thoughts of others. (brainstorming, etc.).
9. Promote team skills.
10. Emphasize evaluation, feedback, and reevaluation.

School and Teacher Involvement in Community Activities

A. Involvement in the community means that a teacher may:

1. Participate in the neighborhood center.
2. Do some work in the community during summer.vacation.
3. Arrange school schedules to include membership in community service clubs.
4. Attend community and social functions for youth and parents.
5. Visit churches in the school area.
6. Arrange home visits to families of pupils.
7. Make videotapes to present aspects of the school program to community groups.
8. Work with parents in planning and sponsoring a school carnival.
9. Attend school games and other school activities.

B. Involvement in the community means that a school may:

1. Set up field trips.
2. Organize father-son and mother-daughter projects.
3. Offer adult educational classes to present new curriculum.
4. Keep the school library open in the evenings.
5. Develop tutoring programs.
6. Schedule school-community recreational programs for adults.
7. Plan a "Parent-Teacher Fun Night."
8. Encourage night scheduling of indoor athletic events to make it possible for fathers to be present. (Use parent referees.)
9. Hold "Community Night" occasionally with exhibits, song fests, artwork, etc. (Child brings parent.)
10. Keep physical plant open after school hours and on weekends for members of the community. (Scouts, Bluebird groups, parent groups)
11. Plan a "coffee time" for parents when they come for parent conferences.
12. Make videotapes of lectures and community projects and relay to student groups.
13. Encourage PTA's involvement in issues rather than programs.
14. Use school buses for community activities.
15. Organize neighborhood block beautification projects.
16. Hold open house on certain nights.
17. Plan simulated classroom experiences for parents.
18. Display student artwork in community centers.
19. Promote science and educational fairs.

Guidelines for Planning Home Visits

1. Make an appointment with the parents prior to a visit. Ask if you might call. Give them a choice: "Would you like a home visit or would you prefer a conference at the school?".

2. Try to include both parents in the visit and the child if possible.

3. Be sure parent is aware you are making other home calls.

4. Keep your visit short.

5. Show that you are sincerely interested.

6. Arrange for a substitute teacher while you make home visits.

7. Keep conversation with parents positive. The visit should be social rather than problem-centered.

8. Plan an orientation for those teachers not acquainted with the school area and home situations.

9. Initiate visits to families of preschoolers and first graders.

10. If doubtful of secondary pupils' reception of a visiting program, explain merits of visitations and seek their support.

11. Plan according to:

    (a) Number of pupils per family.
    (b) Number of teachers one child has.

The Parents' Role

Parents support their child's school efforts by:

1. Trying to provide resource or reference materials to help him in his school program.

2. Enlisting the teacher's aid in helping him learn how to use the resources of the school and community library.

3. Helping to create in him a positive attitude toward school.

4. Seeing that he has a good breakfast.

5. Helping him in his venture of getting off to school.

6. Inculcating in him a sense of responsibility.

7. Setting an example for him in attitudes of respect for others.

8. Arranging a place at home for study.

9. Making a point of knowing his friends.

10. Supervising his play.

11. Singing to him, reading to him, listening to him while he reads to you.

12. Taking time to talk with him about his day at school.

How Parents May Involve Themselves in Their Child's School

1. Help your child and his teacher in the solution of his problems.

2. Attend school functions.

3. Take an interest in papers he brings home from school.

4. Don't compare your child with another.

5. Be a volunteer helper or member of an active group of parents.

6. Get acquainted with the teachers.

7. Praise your child for school work well done.

8. Have parent projects that will permit fathers to relate to fatherless youngsters.

9. Learn what is expected of the child.

10. Attend special activities in which your child is participating.

11. Attend parent-teacher conferences.

12. Follow through on what you say you will do.

13. Give help when the school asks for it.

14. Don't put too much emphasis on grades.

Activities for Parental Involvement in Support of the Educational Program

1. Operate ditto and mimeograph machines.

2. Collect money.

3. Make costumes, dramatic sets, etc.
4. Supervise playground activities.
5. Distribute materials.
6. Help in the Listening Corner.
7. Prepare art materials.
8. Supervise lunchroom.
9. Telephone parents about absentees.
10. Help as the nurse's aide.
11. Arrange bulletin boards.
12. Research materials in the library.
13. Maintain picture files.
14. Assist with reading groups (games, seatwork, etc.)
15. Correct objective tests.
16. Sew torn clothes, add buttons.
17. Provide break-time for primary teacher.
18. Obtain equipment and supplies for the room.
19. Monitor study halls.
20. Present interesting hobbies.
21. Plan show case exhibits (hobbies of parents).
22. Obtain and distribute clothing.
23. Catalog and maintain a file of resource parents.
24. Tutor small groups.
25. Make telephone calls. (e.g., calling car pool helpers),
26. Inventory science storeroom.
27. Set up appointments for home visits.
28. Type dittos.

29. Make doll clothes.

30. Repair doll furniture.

31. Read stories to group.

32. Help in resource center.

33. Play the piano or other instrument for group activities.

34. Supervise homerooms in secondary classrooms.

35. Represent other parents on citizens' committees.

36. Act as consultants in various secondary school situations (e.g., establish dress code).

37. Sponsor clubs during school day.

How Parents May Become Involved in Extracurricular Activities

1. Share vocational talents.

2. Become familiar with financial aid for students.

3. Collect materials for classroom projects.

4. Build equipment for classroom projects.

5. Call on new parents.

6. Encourage good will ambassadors for school (parent visits other parents).

7. Hold "Parents' Coffees" to discuss community interests.

8. Organize Needs Committee (parents meet in small groups to discuss PTA needs).

9. Provide transportation for elections.

10. Serve on a committee at levy time.

11. Provide transportation to athletic events.

12. Attend school board meetings.

13. Organize parent-child activities.

14. Volunteer to help in scouting, athletic, drama, or other extracurricular activities.

Parental Concerns About the Schools

1. **Lack of flexibility**
2. **Competency and dedication of teachers**
3. **Use of facilities after school hours**
4. **Relationship with teachers--other than in times of crisis**
5. **Too much formality**
6. **Desire for child to be treated as individual--not just a member of the group**
7. **Desire to know what child is doing in school**
8. **Curriculum**
9. **Desire to help**
10. **Class size**
11. **Outside qualified help for teachers**
12. **Financing education**
13. **Programs for better students**
14. **Importance of grades for college bound students**
15. **Report cards**
    - **Uniformity of reporting**
    - **Testing**
16. **Innovations**
    - **Continuous progress**
    - **Ability grouping**
17. **School finance and taxation**
18. **Discipline**
    - **Dress code**
    - **Extremes in punishment**
    - **Fairness and justice**
19. **Homework**
    - **Parental expectations**
    - **Incomplete assignments**

Concerns of Youth: Talking Things Over

Parents and teachers in the workshop listed problems which students are encountering today. In three subsequent sessions, upper elementary, junior high, and senior high school students from a number of schools discussed with the guidance counselors what they considered their problems to be. They pointed out certain changes or modifications in the educational programs which they felt would help them to improve their academic performances and attitudes.

These spontaneous discussions evoked an outpouring of ideas and opinions. From this base, parents and teachers deemed themselves better qualified to respond to the students' concerns and to work out a curriculum more relevant to student needs.

Among some of the more outstanding concerns of youth were:

1. Desire for approval by peers
2. Fear of ridicule
3. Fear of failure
4. Difficulty of communicating with adults
5. Sex
6. Religion
7. Marihuana
8. Drugs
9. Drinking
10. Dress
11. Cars
12. Grades
13. Desire for outside jobs

IV. FORMS AND SURVEYS

A Parent Interest Survey

After three groups of parents and teachers had discussed how they would secure information from parents, each group developed a survey letter. Members of the workshop made the following recommendations:

1. The survey should be sent to parents following the first fall conference at which the program is explained and enthusiasm generated.

2. The survey letter should be sent only if the classroom teacher has definitely decided to take advantage of parents' offers to help.

3. A general survey might be given to intermediate and older students following a discussion of the contributions their parents could make.

4. The teacher may choose to send a form to each father and mother.

School Conference Forms

Teachers and parents agreed that school conferences were most helpful when they involved the teacher, parent, and student. But the success of such conferences depends on the amount of information the three (or four) participants exchange. As a guide to the types of things that would be discussed, teachers prepared forms to be filled out by the classroom teacher, the parent, and the student.

Sample Parent Interest Survey

Dear Mr. and Mrs. _____,

I am asking for your help in order to enrich and enlarge your child's program at school.

Do you have a hobby to share? _____ Please specify. _____

Do you have talent you are willing to share? (cooking, sewing, woodworking, music, art, dramatics, other?) What? _____

Have you had experiences you are willing to share? (travel, etc.) If yes, please specify. _____

Do you have an occupation or an association with a local business or industry of interest to children? _____ If yes, please specify.

_____

Would you be interested in helping with any of the following? If so, please check.

_____ telephoning
_____ typing
_____ bulletin boards
_____ cutting out pictures
_____ pasting
_____ filing
_____ library research

Do you have some ideas of ways you'd like to become more involved in such a school program? _____

What time would you be able to be with us? Please check.

_____ before school
_____ noon
_____ other
_____ morning
_____ afternoon
_____ after school

Are there others in your family or neighborhood who would be interested in this program? _____ If yes, please specify. _____

_____

_____
(sign as desired)

Parent + Educator + Pupil = PEP in Education

PEP = Parents Enrich Program

Sample Student Concern Form

Boy _____ (Check)

Girl _____ (Check)

This summer a group of parents and teachers will be meeting and studying ways of improving education. We need some preliminary data. Will you please complete this survey to assist us in our study? Thank you.

1. Which areas of study do you like best? _____

   Why? _____

2. Which areas of study do you least enjoy? _____

   Why? _____

3. What school activities do you most enjoy? _____

   Why? _____

4. What school activities do you least enjoy? _____

   Why? _____

5. What are some of the things your teachers do that you especially appreciate?

   _____

   _____

   _____

6. What are some of the things which might be improved? _____

   _____

   _____

7. What in your home helps you the most in school? _____

   _____

8. What changes could help you most? _____

   _____

9. What hinders you from doing your best? _____

_____

10. With whom do you discuss your concerns? _____

_____

Sample Pupil Form for School Conference

Name: _____

School: _____ **Grade:** _____

Teacher: _____ **Date:** _____

My Strengths:
My Needs:
My Plans: **Home Plans:** **School Plans:**

Pupil: Please complete form prior to scheduled parent-teacher conference.

Sample Parent Form for School Conference

Name of Child: _____

Parents: _____

Date: _____ Grade: _____

Student Strengths Observed at Home by Parent:

Student Needs Observed at Home by Parent:

Suggestions for Action: (To be completed at time of conference)

Home Setting:

School Setting:

Please complete form prior to scheduled conference. Bring to conference. (Optional)

Sample Teacher Form for Schbol Conference

Name: _____ **Date:** _____

School: _____ **Grade:** _____

Teacher: _____

Student Strengths Observed by Teacher:

Student Needs Observed by Teacher:

Suggestions for Action: (To be completed at time of conference)

Home Setting:

School Setting:

Teacher: Complete form prior to scheduled conference.

Sample Form Resulting from School Conference

Teachers have found that a simple record concerning the child will coordinate efforts of parents, pupil, and teacher.

Anecdotal records can share cumulative evidence of growth gratifying to parents. This is a commitment made by parents, pupil, and teacher toward a thoughtfully planned course of action.

Name: _____

School: _____ Grade: _____

Special Ability/Interest: _____

Immediate Need: _____

Teacher Plans: _____

_____

Parent Plans: _____

Pupil Plans: _____

_____

Form to Record Parent Involvement

PARENT INVOLVEMENT REPORT

School: _____ **Grade/Subject:** _____

Teacher: _____ **Date:** _____

Parents Involved	Activity

Use back of card for comments.

V. EVALUATION OF THE PROGRAM

Parent Orientation

Parents participating in the workshop were asked to complete an eight-item opinionnaire. They were given a stamped, addressed envelope and asked to mail the completed form following the completion of the workshop. Twenty-four of the 34 parents involved returned the opinionnaire.

Statements on the opinionnaire were phrased in such a way that parents would: Strongly agree (SA); agree (A); be undecided (U); disagree (D); or strongly disagree (SD) to each one. All the statements were worded positively to avoid confusion.

A cumulative weighted score, based on a numerical value attached to the parental response, was obtained to determine the general response of parents to the workshop and its principles. Values of 1 through 5 were assigned to each response, with "strongly disagree" having a value of 1 and "strongly agree" a value of 5. The following tabulation indicated the extent of the parents' agreement with each statement.

	SA	A	U	D	SD	WS
1. My ideas were accepted by the teachers.	9	14	1	0	0	4.3
2. The teachers responded well to the feelings of the parents.	15	6	3	0	0	4.5
3. The ideas were worthwhile.	14	10	0	0	0	4.6
4. The ideas were practical.	10	13	1	0	0	4.4
The PEP workshop:						
5. Gave me an opportunity to express my ideas.	14	10	0	0	0	4.6
6. Made me aware that parents can help the schools.	18	6	0	0	0	4.8
7. Acquainted me with student needs at school.	11	11	2	0	0	4.4
8. Was helpful in discovering ways parents may participate in school activities.	11	13	0	0	0	4.5

The responses of the parents were generally positive; there were no negative reactions.

Therefore, it seemed that parents were not nearly as aware of the help they could be to the schools before the workshop as they were after their experience. They also appeared to appreciate the opportunity to express their ideas, which they considered worthwhile.

Although they responded positively to the acceptance of their ideas by the teachers, they were not quite as enthusiastic here as they had been in other statements.

In addition, the parents were asked the following question: As a result of the workshop do you plan to participate more in school activities next year? Yes ___. No ___.

Of the 22 parents who responded to this question, all checked "yes."

Sample Evaluation Form

As a participant in the Parents Enrich Program in education (PEP) workshop, your opinions are desired. Please check the square that gives your reaction.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. My ideas were accepted by the teacher.					
2. The teachers responded well to the feelings of the parents.					
3. The ideas presented were worthwhile.					
4. The ideas were practical.					
The PEP Workshop:					
5. Gave me an opportunity to express my ideas.					
6. Made me more aware that parents can help the schools.					
7. Acquainted me with student needs at school.					
8. Was helpful in discovering ways parents may participate in school activities.					

Would you please answer the following?

A. What was the most important idea you heard at the workshop? _____

_____

B. Was there an idea or question that was not discussed in the workshop which would have been helpful to the group? _____

_____

Teacher Semantic Differential

A semantic differential was developed and administered to the teachers involved in the PEP workshop on a pretest and posttest basis. The instrument was designed to determine if there was any significant change in the acceptance of workshop concepts by the teachers.

Teachers were able to check one of 10 spaces between "no" on the left and "yes" on the right to indicate their reaction to various concepts presented during the workshop. Values of one through seven were assigned to the spaces, with a value of one for the space closest to "no." Therefore, the mean was 4.0.

The following table shows the cumulative values teachers attached to each concept.

	Pre	Post
Parent Helpers	4.9	5.4
Values Held by Parents of Disadvantaged Children	3.9	4.4
Educational Attitudes Held by Parents of Disadvantaged Children	3.7	4.2
Parent Conferences	4.7	5.1
Working with Parents	5.1	5.3
Human Relations	5.1	5.2
Group Process	4.9	5.2
Communications with Colleagues	5.4	5.4
Working with Colleagues	5.5	5.5
Workshops	5.0	5.3

On the pretest the teachers were the most positive toward colleagues and the least positive toward educational attitudes and values held by parents of disadvantaged children. The latter two were the only areas where the teachers were negative. Although still relatively low on the posttesting, it was here, along with parent helpers, where the greatest gains were made.

The responses of the group toward all concepts concerning parents improved between pre- and posttesting. The teachers were still more positive toward colleagues than toward parents, but the gap was closed somewhat. Although none of the changes were statistically significant, the teachers appeared to improve in their attitudes toward eight out of the 10 concepts and they stayed constant in the remaining two, which were the ones concerned with colleagues.

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